
**2003-2004 No Child Left Behind—Blue Ribbon Schools
Program
Cover Sheet**

Name of Principal Mr. Stephen Weber
(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name St. Luke Catholic School
(As it should appear in the official records)

School Mailing Address 7650 North Illinois Street
(If address is P.O. Box, also include street address)

Indianapolis IN 46260-3613
City State Zip Code+4 9 digits total)

Tel. (317) 255-3912 Fax (317) 254-3210

Website/URL www.stluke.org E-mail sweber@stluke.org

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

Date
(Principal's Signature)

Name of Superintendent* Mrs. Annette Lentz
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Archdiocese of Indianapolis Tel. (317) 263-1400

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date (Superintendent's Signature)

Name of School Board President/Chairperson Mr. Joseph Marxer
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

Date
(School Board President's/Chairperson's Signature)

PART I - ELIGIBILITY CERTIFICATION

[Include this page in the school's application as page 2.]

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2003-2004 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1998.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Questions 1-2 not applicable to private schools)

1. Number of schools in the district: NA _____ Elementary schools
 _____ Middle schools
 _____ Junior high schools
 _____ High schools
 _____ Other (Briefly explain)
 _____ TOTAL

2. District Per Pupil Expenditure: NA _____
 Average State Per Pupil Expenditure: _____

SCHOOL (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city
☐ Suburban school with characteristics typical of an urban area
☒ Suburban
☐ Small city or town in a rural area
☐ Rural

4. 13 Number of years the principal has been in her/his position at this school.

_____ If fewer than three years, how long was the previous principal at this school?

5. Number of students enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
K	36	32	68	7	29	26	55
1	33	26	59	8	25	24	49
2	27	34	61	9			
3	35	33	68	10			
4	32	37	69	11			
5	28	25	53	12			
6	29	21	50	Other			
TOTAL STUDENTS IN THE APPLYING SCHOOL →							532

6. Racial/ethnic composition of the students in the school:
- 98____% White
 1____% Black or African American
 0.5____% Hispanic or Latino
 0.5____% Asian/Pacific Islander
 0____% American Indian/Alaskan Native
100% Total

7. Student turnover, or mobility rate, during the past year: ____0.19____%

(This rate includes the total number of students who transferred to or from different schools between October 1 and the end of the school year, divided by the total number of students in the school as of October 1, multiplied by 100.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	0
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	1
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	1
(4)	Total number of students in the school as of October 1	521
(5)	Subtotal in row (3) divided by total in row (4)	0.0019193
(6)	Amount in row (5) multiplied by 100	0.19193

8. Limited English Proficient students in the school: ____0____%
 ____0____Total Number Limited English Proficient
 Number of languages represented: ____0____
 Specify languages:

9. Students eligible for free/reduced-priced meals: ____0____%
 ____0____Total Number Students Who Qualify

If this method does not produce a reasonably accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 4.9 %
26 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u> </u> Autism	<u> </u> Orthopedic Impairment
<u> </u> Deafness	<u> </u> Other Health Impaired
<u> </u> Deaf-Blindness	<u>26</u> Specific Learning Disability
<u> </u> Hearing Impairment	<u> </u> Speech or Language Impairment
<u> </u> Mental Retardation	<u> </u> Traumatic Brain Injury
<u> </u> Multiple Disabilities	<u> </u> Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

Number of Staff

	<u>Full-time</u>	<u>Part-Time</u>
Administrator(s)	<u>2</u>	<u> </u>
Classroom teachers	<u>23</u>	<u> </u>
Special resource teachers/specialists	<u>9</u>	<u>4</u>
Paraprofessionals	<u>5</u>	<u>6</u>
Support staff	<u>1</u>	<u>1</u>
Total number	<u>40</u>	<u>11</u>

12. Average school student-“classroom teacher” ratio: 17:1

13. Show the attendance patterns of teachers and students as a percentage. The student dropout rate is defined by the state. The student drop-off rate is the difference between the number of entering students and the number of exiting students from the same cohort. (From the same cohort, subtract the number of exiting students from the number of entering students; divide that number by the number of entering students; multiply by 100 to get the percentage drop-off rate.) Briefly explain in 100 words or fewer any major discrepancy between the dropout rate and the drop-off rate. (Only middle and high schools need to supply dropout rates and only high schools need to supply drop-off rates.)

	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Daily student attendance	96.9	94.5	96.8	96.8	97.5
Daily teacher attendance	96.0	95.7	95.0	98.0	97.0
Teacher turnover rate	11.0	12.0	12.0	12.0	10.0
Student dropout rate					
Student drop-off rate					

PART III - SUMMARY

Provide a brief, coherent narrative snapshot of the school in one page (approximately 475 words). Include at least a summary of the school's mission or vision in the statement.

St. Luke Catholic School is dedicated to the formation of children to attain their spiritual, academic, social, physical, emotional and creative potentials to make a positive difference in God's world. St. Luke School is the parish school of St. Luke Catholic Church. The church and school were founded on the north side of Indianapolis, Indiana in 1961. The majority of students, ninety-eight percent, are parish families. The community is mostly upper middle class and white in demographics, but it is growing and including a broader community.

St. Luke is a Catholic school with the teachings of Jesus Christ and the Catholic Church at the core of our mission. We are thus challenged to meet the widest possible range of needs and highest standards. The standard set by St. Paul of "See how they love one another", is how we judge the ultimate success of our mission. We are called by Scripture to use our "talents" (Matt 25:14-30) to improve all that God has given us. Thus, we must use our call to "Go forth... and teach" (Matt 28: 16-20) to assure not only the best possible academic success but the growth of the entire person as a child of God, who will continue God's work on earth.

St. Luke strives, in developmentally appropriate ways, to integrate faith and knowledge in all areas of school life. The result is a growing school. St. Luke's enrollment was 372 students in grades 1-8 in 1990 and is 532 students in grade K-8 in 2003. Older students work with younger students at various times during their experience at St. Luke. Strong, systematic academics and creative experiences blend to produce constantly high performance. Even students with learning disabilities usually exceed expectations. St. Luke typically scores in the top five percent of all schools in Indiana, as measured by the state academic testing (ISTEP+).

St. Luke Catholic School integrates the arts and technology in a wide range of instructional practices. This allows students to experience the value of their education beyond the books. St. Luke staff regularly engages in both school-wide and individual professional development because we are life-long learners. We have active parent involvement in all areas of the school. Well over one hundred parents volunteer on a regular basis through our PTO. The State of Indiana (IDOE) and the North Central Association, Commission on Accreditation and School Improvement (NCA-CASI) recognize this excellence and accredit St. Luke Catholic School.

Caring, professional teachers, supportive parents and responsive students live out our mission. An active school improvement process is in effect and has been for many years. Our constant focus on growth, anchored in the tradition of our faith results in a thriving school environment at St. Luke Catholic School.

PART IV – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results:

St. Luke Catholic School shows consistent levels of high performance on statewide assessments (ISTEP+). All of our students take the tests. St. Luke follows the state requirements and tests students in grades 3, 6 and 8 to assess performance on standards. The levels of success remained high even with increasing enrollment and numbers of students requiring special education interventions. Overall, our performance exceeds ninety-five percent of all schools in Indiana.

The Language Arts Standard measures student performance in reading, which includes reading skills, reading comprehension, grammar and writing skills. The emphasis in the language arts area, especially writing stresses applied skills; that is actual writing samples. Our students have an overall-passing rate in the 2002-3 academic year that exceeded 97%. Grade 3 had 100% passing, grade 6 had 93% passing and grade 8 had 100% passing.

While our performance measures are strong we were not totally satisfied when we looked at individuals and specific sub-test scores. Our study over the years led us to place an increased emphasis on writing and grammar. We instituted a systematic writing and grammar process that is now in place for grades 1-8. This change did produce improvements for both individual students and specific sub-test areas. Our strong multi-sensory phonics program, which is integrated into a strong basal reading series, produces strong readers. Our test scores are evidences of this success.

The mathematics standard, which measures computation skills, math concept understanding and applied skills problem solving, was also strong. Again, like the language arts standard the mathematics standard places significant emphasis on applied problem solving. Our students had an overall passing rate of 97% for all three tested grades. Grade 3 had 91% passing, grades 6 and 8 each had 100% passing.

Once again, even though we did do a very good job overall, we did identify some specific areas for individual and group improvement. We challenged our teachers and students to show growth in areas of geometry, measurement and some computation areas. We have instituted curriculum and instructional changes to address those needs. This is the second year of specific emphasis and we are still implementing various changes.

While the state has not formally listed its new accreditation categories; our history would put us in the newly established “exemplary” level. This is the highest recognition that the state gives to schools it accredits. A school must exceed 90% passing overall for three years to earn this status. This category is not required by the state to show specific improvement. However, we view this honor as a challenge to help each individual student achieve the highest performance level possible.

2. Use of Assessment Results:

St. Luke aggressively uses testing results to analyze performance of individual students and class groups. Teachers are given training in test assessment and prepare reports for their grade’s team, the prior year’s teachers, resource teachers and for the administration. Each grade level team develops a plan to work on areas needing improvement.

Teachers look at individual performance and compare that with daily class work. They identify students having difficulty beyond the norm for the class. The staff looks at specific standards or objectives with an eye to developing a plan to improve that area.

The grade level team meets to review each homeroom and the entire grade level to look for areas of strength and for improvement. Since our tests are given in the early fall this information is important to share with the prior year's teachers. Student results are an indicator of what the students retained at a deep, functional level from prior learning. If there are areas for growth indicated the team is then charged with finding appropriate remediation.

Test data helps to guide instructional emphasis and allows the administration to help identify areas for intervention. These are turned into recommendations for our school improvement plan.

3. Communication of Assessment Results:

St. Luke School, as does every school in the state, has its performance information available on-line at the state web-site (www.doe.state.in.us). In addition, we provide a detailed report of initial results to our parents and community through our school newsletter, the *Rampage*. We also give a complete report including analysis and recommendations to our faculty, our School Commission and our parish community.

Parents receive a report for each child and are given a process to follow should there be a need for significant improvement indicated. The teachers contact the parents of any child who failed or performed poorly on the testing. These students are followed by the homeroom teacher and, if needed, by our resource teachers for additional support.

4. Sharing Results:

St. Luke Catholic School is an active part of the school system of the Archdiocese of Indianapolis, a member of the Indiana Non-Public Education Association, the National Catholic Educational Association and the North Central Association. Our teachers and administrators participate in a wide-range of shared learning opportunities. We serve on committees in many areas and present at conferences.

We have mentored other schools as they undertake North Central Association accreditation. Our teachers helped to guide curriculum development and program review for the Archdiocese. They are serving as presenters for the Indiana-Non-Public Education Conference. Schools wishing to review our phonics and reading integration visit us. Our art teachers are a regular stop for young art teachers wishing to visit more experienced teachers. Our technology coordinator served to help the Archdiocese implement a new web-based data management system.

PART V – CURRICULUM AND INSTRUCTION

1. The school's curriculum:

The curriculum at St. Luke Catholic School is sometimes described as “progressively traditional.” The curriculum is based on the curriculum standards of the State of Indiana and the Archdiocese of Indianapolis. We are blessed to be able to accelerate most instructional programs. We stress integration of skill with application and across the curriculum. Students are challenged to think “out of the box” to see the “big picture.”

Religion: Faith and knowledge of the Catholic faith is at the heart of our mission. The teachings and traditions of the Church are key to daily life. Each day starts with prayer. Regular worship, study of Holy Scripture and service to God's people help us guide our students.

Language Arts: Heavy emphasis on reading and the language arts sets the tone for primary education at St. Luke. While it is not a goal of kindergarten instruction, most students enter first grade with basic reading skills. Cursive writing is taught in first grade to provide support for the reading program, which uses principles of the Orton-Gillingham multi-sensory approach to phonics, reading and writing. We use the systematic “Shurley” method to teach English grammar and to develop writing skills. A strong basal reading series with literature emphasis is also used in primary grades. Upper levels stress literature based reading. Spelling and vocabulary are generally above grade level.

Mathematics: Math skills and math applications are emphasized at all levels. Heavy use of manipulative techniques builds a solid concept base, which is verified by standardized testing. Elementary grades use differentiated instruction in homerooms and our middle school offers both pre-algebra and algebra.

Science: Physical, earth and biological sciences are covered at all elementary grades by a teacher, who becomes the grade-level specialist. Science stresses both content knowledge and hands-on experiments and activities to make that knowledge real to students. Our middle school covers biological sciences in greater depth with an active lab component in seventh grade.

Physical sciences are taught with similar emphasis, including lab experiences, in eighth grade.

Social Studies: Citizenship, local, state, United States, world history, culture and geography are key curriculum areas in social studies. Each elementary grade (1-6) has a teacher who specializes in social studies so all students have a high level of instruction. There is also a middle school specialist for social studies with a world human geography emphasis in seventh and a US History to Reconstruction emphasis in eighth.

Music: Our music program provides general music appreciation experiences for all levels. We have optional string instrumental instruction starting in third grade and general band as an option starting in fifth grade. Primary, intermediate and middle school students have a variety of performance experiences throughout the year.

Art: The art program covers a wide range of experiences and media. Art appreciation and experiences are integrated with other areas of the curriculum.

Technology: Technology is used to provide support for basic skill instruction, internet access and use, word processing, presentation and spreadsheet software is used. Mastery, at a functional level, is expected by eighth grade. Computer technology is available in a fixed lab, a mobile wireless lab, and in each classroom. Technology is regularly integrated into instruction.

Physical Education: The K-8 PE program emphasizes lifetime fitness, instruction in both individual and team activities. Students participate in the President's Physical Fitness program.

Spanish: Spanish is part of the middle school curriculum. Seventh and eighth grade students develop verbal and written skills, as well as a cultural understanding.

2. The Reading Curriculum and Instructional Strategies:

St. Luke Catholic School invests significant time and resources in primary language arts. The primary language instruction includes a two hour dedicated block each morning. The block includes phonics, taught with the multi-sensory strategies developed by Orton-Gillingham. It is systematic phonics instruction that uses a wide range of activities to assure that students truly integrate the phonics skills into reading. Cursive writing is included as part of the first grade curriculum. The result is fewer problems with reversals than with manuscript. The students are excited about learning and successful with this new skill.

Spelling instruction in primary grades follows the phonics instruction cycle. Students have a significant word and vocabulary base that matches their reading and writing level. Spelling and vocabulary are drawn from the content areas, in addition to traditional sources. The result is that student performance typically is above grade level.

A strong basal reading series is used in grades K-3. This series allows for common core instruction but allows teachers to differentiate trade book reading options based on individual needs. Upper elementary and middle school reading is primarily literature-based, incorporating novels, short stories and poetry. A wide range of reading materials allows teachers to challenge students based on their needs.

English grammar and writing uses a systematic instructional process known as the Shurley Method. This process uses a structured, cyclical pattern for English grammar and writing. All homeroom teachers teach this method, even in upper levels where subjects become more specialized. We have found that this results in stronger integration for high expectations in writing across the curriculum. Our graduates report that they are well prepared for high school English. Our ISTEP, state standards testing program, results indicate a passing percentage between 90-100% passing at all levels.

This combination of strong, phonics based, primary reading and challenging literature based upper level reading brings real success. Consistent emphasis on grammar and writing across the curriculum has improved overall writing and our students' preparation for high school.

3: Curriculum area and how it relates to mission:

St. Luke's religion curriculum is key to our mission. We are blessed to be able to integrate religious faith and values throughout the various curriculum areas. Students and teachers are expected to face issues of faith and morals whenever appropriate. Our curriculum allows students to use their reading and problem solving skills with the religion program through Sacred Scripture, the Catechism of the Catholic Church and other materials. Church History connects with many areas of the social studies curriculum that both enriches and broadens understanding of many issues.

Students experience public speaking when they proclaim the Word at liturgy. They understand the role of tradition and seasons when they live the cycles of Advent-Christmas and Lent-Easter. They understand the importance of public service through a wide range of service projects designed to help others and become better citizens. They experience leadership when they lead the school in morning prayers.

They use artistic and creative talent when they make posters, power-point presentations, and banners to explain various facets of faith. Middle school students produce a musical program, such as *Godspell*, which requires technical skill and organization, musical talent and teamwork to share with other students and the community. Children of all ages are able take lessons from their music classes in songs during Mass or other prayer forms.

4. Improving Student Learning:

St. Luke Catholic School uses a wide variety of strategies to meet various student learning styles. Early readers and writers use multi-sensory approaches to develop basic skills. Math instruction at elementary levels uses manipulative materials to develop a strong understanding of the reality behind mathematical concepts. Reinforcement of skills is continued through the use of computer technology and math games. Integrated instruction with literature ties math to real world situations. Math applications are connected in science classes with various research projects.

Whenever possible technology is integrated with other curriculum areas. Older students use spreadsheet skills to keep their own grade records and to track stock market simulations. Students use presentation software skills to do reports on various subjects. Internet research projects are added to traditional library research. Students work with the computer teacher to update various segments of the website. Middle school math students learn to use graphing calculators. We are implementing “Accelerated Math”, a standards-based math software, which will allow the teachers to differentiate instruction and respond to individual needs.

We identified a weakness in grammar and writing and implemented a unified English process known as the “Shurley Method”. This process proved successful and was expanded to the entire school and is taught by all homeroom and subject area teachers, not just language arts teachers. The impact of this approach is that all teachers of content areas expect the same high level of performance as an English teacher and can use the same terminology with the students. The students are truly improving their writing across the curriculum.

Students use their spelling lists to spell the words as they dribble a basketball in PE class. The primary music program celebrated in song the story of Lewis and Clark that was being studied in social studies. The middle school students pray a “living rosary”, where they each stand for a “bead”. The eighth grade portrays the story of the passion of Jesus, where they live the story to build greater understanding and lead the school in prayer. Students see, hear, speak, read, write, touch and taste to bring home the reality of what they are learning.

5. Professional Development:

Our school improvement plan calls for us to improve problem-solving skills in mathematics and across the curriculum, as well as to implement life-skills based on Catholic values. The entire focus of our professional development program is to meet these goals. Our faculty meetings have become a key element in this process. Each meeting involves teachers presenting lessons for peer review in an area of problem solving or implementing a life skill.

Professional development funds are used to send teachers to workshops focused on our goals. Whenever possible, a team is sent and they then report back what they learned to the larger groups with recommendation for implementation. We are developing a core of “teacher leaders” who are able to model best practices for other teachers and spread the knowledge.

This emphasis on improving instruction from within the staff has brought success. Teachers are able to motivate and challenge each other. The development of documentation and analysis of assessment data is helping us to measure growth and verify improvement.

Every teacher has clear expectations for growth and opportunities to pursue it. The key, for us, has been developing ownership of the change process from within.

PART VI - PRIVATE SCHOOL ADDENDUM

Private school association(s): **National Catholic Educational Association, North Central Association**

(Give primary religious or independent association only)

Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes X No

Part II - Demographics

1. What are the 2003-2004 tuition rates, by grade? (Do not include room, board, or fees.)

\$ 2,400 1st \$ 2,860 2nd \$ 2,860 3rd \$ 2,860 4th \$ 2,860 5th
\$ 2,860 6th \$ 2,860 7th \$ 2,860 8th \$ 9th \$ 10th \$ 11th
\$ \$

2. What is the educational cost per student? \$ 4,000
(School budget divided by enrollment)
3. What is the average financial aid per student? \$ 1140
4. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? 27 %
5. What percentage of the student body receives scholarship assistance, including tuition reduction? 10 %

Documentation: STATE CRITERION-REFERENCED TESTS

Grade 3 **Language Arts and Mathematics**

Test ISTEP +

Edition/publication year 2002 Publisher McGraw Hill

Number of students in the grade in which the test was administered 69

Number of students who took the test 69

What groups were excluded from testing? None.

Number excluded 0 Percent excluded 0

Grade 6 **Language Arts and Mathematics**

Test _____ ISTEP + _____

Edition/publication year ___2002___ Publisher ___McGraw Hill

Number of students in the grade in which the test was administered ___50___

Number of students who took the test ___50___

What groups were excluded from testing? None.

Number excluded ___0___ Percent excluded ___0___

Grade ___8___ **Language Arts and Mathematics**

Test _____ ISTEP + _____

Edition/publication year ___2002___ Publisher ___McGraw Hill

Number of students in the grade in which the test was administered ___49___

Number of students who took the test ___49___

What groups were excluded from testing? None.

Number excluded ___0___ Percent excluded ___0___

The State of Indiana has statewide criterion-referenced tests known as ISTEP+. Each grade has a determined “cut score” for “passing”. The 2002-2003 school year was the first year where “pass plus” scores were set for advanced performance recognition. Grades 3, 6, 8 and 10 currently have “pass” and “pass plus” scores set. “Passing” is set at a proficient level, meaning that the student meets or exceeds the standards for competence in the tested area. “Pass plus” is an advanced recognition for superior performance that is well above grade level norms.

St. Luke Catholic Schools
ISTEP+ State of Indiana Criterion Reference Test Data

Grade 3

Language Arts Grade 3					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	September	September	September	September	September
School Scores					
% at or above Basic	100%	98%	94%	100%	91%
% at or above Proficient	81%	98%	94%	100%	91%
% at Advanced	19%	na	na	na	na

# of students tested	69	54	53	52	53
% of total students tested	100%	100%	100%	100%	100%
# of students excluded	0	0	0	0	0
% of students excluded	0	0	0	0	0
State Scores					
% at or above Basic	73%	67%	65%	69%	69%

Math Grade 3					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	September	September	September	September	September
School Scores					
% at or above Basic	91%	83%	96%	94%	89%
% at or above Proficient	80%	83%	96%	94%	89%
% at Advanced	12%	na	na	na	na
# of students tested	69	54	53	52	53
#of total students tested	100%	100%	100%	100%	100%
# of students excluded	0	0	0	0	0
% of students excluded	0	0	0	0	0
State Scores					
% at or above Basic	67%	71%	71%	73%	71%

Grade 6

Language Arts Grade 6					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	September	September	September	September	September
School Scores					
% at or above Basic	93%	88%	96%	94%	87%
% at or above Proficient	61%	88%	96%	94%	87%
% at Advanced	32%	na	na	na	na
# of students tested	56	49	51	54	53

% of total students tested	100%	100%	100%	100%	100%
# of students excluded	0	0	0	0	0
% of students excluded	0	0	0	0	0
State Scores					
% at or above Basic	70%	54%	53%	57%	61%

Math Grade 6					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	September	September	September	September	September
School Scores					
% at or above Basic	100%	88%	90%	93%	87%
% at or above Proficient	61%	88%	90%	93%	87%
% at Advanced	39%	na	na	na	na
# of students tested	56	49	51	54	53
# of total students tested	100%	100%	100%	100%	100%
# of students excluded	0	0	0	0	0
% of students excluded	0	0	0	0	0
State Scores					
% at or above Basic	69%	62%	64%	62%	60%

Grade 8

Language Arts Grade 8					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	September	September	September	September	September
School Scores					
% at or above Basic	100%	96%	94%	100%	93%
% at or above Proficient	46%	96%	94%	100%	93%
% at Advanced	54%	na	na	na	na
# of students tested	50	53	51	52	43
% of total students tested	100%	100%	100%	100%	100%

# of students excluded	0	0	0	0	0
% of students excluded	0	0	0	0	0
State Scores					
% at or above Basic	65%	69%	69%	70%	71%

Math Grade 8					
	2002-2003	2001-2002	2000-2001	1999-2000	1998-1999
Testing Month	September	September	September	September	September
School Scores					
% at or above Basic	100%	96%	90%	96%	93%
% at or above Proficient	52%	96%	90%	96%	93%
% at Advanced	48%	na	na	na	na
# of students tested	50	53	51	52	43
%of total students tested	100%	100%	100%	100%	100%
# of students excluded	0	0	0	0	0
% of students excluded	0	0	0	0	0
State Scores					
% at or above Basic	67%	67%	65%	64%	64%